

## Lesson 11: Writing an Opinion Essay: Drafting an Introduction



### CCS Standards

- **W.5.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.5.1a:** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- **W.5.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **W.5.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **W.5.9b:** Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
- **L.5.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.5.2b:** Use a comma to separate an introductory element from the rest of the sentence.



### Daily Learning Targets

- I can use a comma to separate an introductory element from the rest of the sentence. (L.5.2b)
- I can write an introductory paragraph for my essay giving context on the issue and clearly stating my opinion. (W.5.1b, W.5.4, W.5.9b)

### Ongoing Assessment

- Introduction to Opinion Essay (W.5.1a)

### Agenda

#### 1. Opening

- A. The Painted Essay®: Sorting and Color-Coding the Parts of an Introductory Paragraph (10 minutes)
- B. Reviewing Learning Targets (5 minutes)

#### 2. Work Time

- A. Language Dive II: Model Essay: Branch Rickey (15 minutes)
- B. Independent Writing: Drafting an Introduction (25 minutes)

#### 3. Closing and Assessment

- A. Reflecting on Learning (5 minutes)

#### 4. Homework

- A. Choose and respond to an opinion QuickWrite prompt from your Unit 2 Homework.
- B. Complete the Language Dive II Practice: Model Essay: Branch Rickey in your Unit 2 Homework.
- C. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

### Teaching Notes

#### Purpose of lesson and alignment to standards:

- In this lesson, students write the introductory paragraph for their opinion essay (W.5.1a).
- In Work Time A of this lesson, students participate in a Language Dive that guides them through the meaning of a sentence from the Model Essay: Branch Rickey. The focus of this Language Dive is on understanding and using introductory elements, and separating them from the rest of the sentence with a comma (L.5.2b). Students then apply their understanding of the meaning and structure of this sentence when writing context on Jackie Robinson in their introductory paragraphs and as they revise their writing in future lessons by adding introductory elements, followed by a comma. Refer to the Module 1 Appendix for additional information regarding a consistent Language Dive routine.
- In this lesson, students focus on working to become effective learners, focusing on a characteristic of their choice as they draft their introductions.

#### How it builds on previous work:

- In the previous lessons, students analyzed the structure of the model essay using the Painted Essay® template. The introductory paragraph is analyzed in detail so students can begin writing their own essays in this lesson.

#### Areas where students may need additional support:

- Students may require additional support writing their introductory paragraphs. Consider grouping those students for a teacher-led discussion that will guide them to giving context to the reader about Jackie's fight for social change.

**Assessment guidance:**

- Consider using the Writing: Writing Informal Assessment: Observational Checklist for Writing and Language Skills to assess students' writing abilities in Work Time B (see Module 1 Appendix).

**Down the road:**

- In the next lesson, students will write the first proof paragraph of their essays.

**In advance:**

- Strategically pair students for work in Opening A with at least one strong reader per pair.
- Review the Opinion Writing Checklist from Lesson 9 to familiarize yourself with what will be required of students over the remainder of the unit.
- Review Questions We Can Ask during a Language Dive anchor chart as needed (begun in Unit 1, Lesson 3).
- Preview the Language Dive Guide and consider how to invite conversation among students to address the language goals suggested under each sentence strip chunk (see supporting Materials). Select from the questions and goals provided to best meet your students' needs.
- Post: Learning targets and applicable anchor charts (see Materials list).

**Technology & Multimedia**

- Continue to use the technology tools recommended throughout Modules 1–2 to create anchor charts to share with families; to record students as they participate in discussions and protocols to review with students later and to share with families; and for students to listen to and annotate text, record ideas on note-catchers, and word-process writing.

**Supporting English Language Learners**

Supports guided in part by CA ELD Standards 5.I.C.10, 5.I.C.11, 5.I.C.12, 5.II.A.1, 5.II.A.2, 5.II.C.6, and 5.II.C.7

**Important points in the lesson itself**

- The basic design of this lesson supports ELLs with opportunities to work closely with essay structure, building on their understanding one paragraph at a time. In this lesson, students focus exclusively on the introductory paragraph for their opinion essay. Students continue to benefit from the color-coding system established in previous lessons for visual support. Additionally, the whole class Language Dive during Work Time A is particularly supportive of ELLs.
- ELLs may find it challenging to keep pace with the class as they work through each sentence of the introductory paragraph. Additionally, they may find it challenging to determine the

most relevant context with which to open their paragraph. Consider working with a small group after working with the class and help them create their introductions together. The group can begin writing as an interactive writing experience and finish independently.

### Levels of support

*For lighter support:*

- As students write their introductory paragraphs during Work Time B, encourage them to use varying introductory elements to introduce their sentences. Invite them to refer to the Introductory Elements chart for concrete examples they can use.

*For heavier support:*

- Consider creating index cards with sentence frames that include introductory elements and corresponding images about Jackie Robinson. For example, on one index card, draw a picture of Jackie Robinson meeting Branch Rickey. On the top of this index card, write, "In 1945, Jackie Robinson met \_\_\_\_." During Work Time B, students can talk in pairs to fill in the blank and identify the introductory element, and then write the sentence on their Introductory Elements handout. Remind students to add a comma after the introductory element. (Example: Partner A: "In 1945, Jackie Robinson met Branch Rickey." Partner B: "'In 1945,' is the introductory element." Both students then write the sentence, underlining *In 1945*, as the introductory element.) This allows students explicit practice writing sentences with introductory elements before writing their own in their essays.

### Universal Design for Learning

- **Multiple Means of Representation (MMR):** This lesson offers a variety of visual anchors to cue students' thinking. Continue to support students by creating additional or individual anchor charts for reference and charting student responses during whole class discussions to aid with comprehension.
- **Multiple Means of Action and Expression (MMAE):** Continue to support a range of fine motor abilities and writing needs by offering students options for writing utensils. Also, consider supporting students' expressive skills by offering partial dictation of student responses.
- **Multiple Means of Engagement (MME):** Continue to remind students of the goal for the work they are doing with their writing. Returning to the learning goals lifts up their value and relevance to students.

### Vocabulary

#### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- *introductory paragraph (L)*
- *segregation, discrimination, racism, color barrier, factors, success, most important (W)*

## Materials

- ✓ Organizing the Model: Introductory Paragraph (one strip per pair)
- ✓ Painted Essay® template (from Module 1, Unit 2, Lesson 12; one per student)
- ✓ Colored pencils (red, green; one of each per student)
- ✓ Model Essay: Branch Rickey (from Lesson 9; one per student and one to display)
- ✓ Characteristics of Opinion Essays anchor chart (new; co-created with students during Opening A)
- ✓ Characteristics of Opinion Essays anchor chart (example, for teacher reference)
- ✓ Directions for Opinion Essay (from Lesson 9; one per student and one to display)
- ✓ Working to Become Effective Learners anchor chart (begun in Module 1)
  - Language Dive Guide II: Model Essay: Branch Rickey (for teacher reference)
    - Questions We Can Ask during a Language Dive anchor chart (begun in Unit 1, Lesson 3)
    - Language Dive Chunk Chart II: Model Essay: Branch Rickey (for teacher reference)
    - Language Dive Sentence Strip Chunks II: Model Essay: Branch Rickey (one to display)
    - Language Dive II: Model Essay: Branch Rickey note-catcher (one per student and one to display)
- ✓ Opinion Writing Planning graphic organizer (from Lesson 10; one per student and one to display)
- ✓ Opinion Writing Checklist (from Lesson 9; one per student and one to display)
- ✓ Paper (lined; one piece per student)
- ✓ Domain-Specific Word Wall (begun in Unit 1, Lesson 1)

## Opening

### A. The Painted Essay®: Sorting and Color-Coding the Parts of an Introductory Paragraph (10 minutes)

- Move students into pre-determined pairs and invite them to label themselves A and B.
- Distribute **Organizing the Model: Introductory Paragraph strips**. Tell students that each pair has been given only one part of the introduction and later on they will find the other parts to create a complete introduction.
- Invite students to refer to their **Painted Essay® template** to remember the parts of an introductory paragraph:
  - Introduction (background information to engage the reader)
  - Focus statement
- Remind students that in opinion writing, an author does not explicitly state the reasons for his or her opinion in the introduction paragraph.
- Invite pairs to use the Painted Essay® template and **colored pencils** to underline their part in the correct color: red for introduction and green for focus statement.
- Explain that pairs need to find pairs with the other parts of the introduction and put them together in the right order.

- Tell students that when they have finished, they will check their work against the **Model Essay: Branch Rickey**.
- Invite students to begin and circulate to support students in reading and sorting the strips of the introduction.
- Refocus whole group.
- Invite students to help you record the parts of an introductory paragraph on the **Characteristics of Opinion Essays anchor chart**. Refer to **Characteristics of Opinion Essays anchor chart (example, for teacher reference)** as necessary.

### Meeting Students' Needs

- For students who may need additional support: Provide differentiated mentors by purposefully pre-selecting student partnerships. Consider meeting with the mentors in advance to encourage them to share their thought process with their partner. (MMAE)
- For ELLs: (Enlarged Model Essay: Referencing) Invite students to refer to the Enlarged Model Essay: Branch Rickey as they check their work (see Lesson 9, *For heavier support*). After doing so, invite students to choral read the introductory paragraph together as a class, stopping after each sentence to explain its function in the paragraph. (Example: "The first three sentences state the context, giving us background information about Branch Rickey's success. The last sentence states an opinion, telling us which factor the author believes is most important for Rickey's success.")
- For ELLs: (Verb Tense: Reinforcing) Invite students to identify the verb tense used throughout the introductory paragraph, and explain the meaning the verb tense conveys. (All verbs are written in the simple past tense to convey that the information in the paragraph happened in the past.) As students share, provide any needed clarification and add to the Verb Tenses anchor chart from Unit 1.

## Opening

### B. Reviewing Learning Targets (5 minutes)

- Direct students' attention to the posted learning targets and select a volunteer to read them aloud:
- "I can use a comma to separate an introductory element from the rest of the sentence."
- "I can write an introductory paragraph for my essay giving context on the issue and clearly stating my opinion."
- Underline the words *introductory paragraph*.
- Using a total participation technique, invite responses from the group:  
*"What is an introductory paragraph? What is the purpose of it?" (the paragraph that opens a piece of writing and helps the reader understand what the writing will be about)*
- Invite students to retrieve their **Directions for Opinion Essay** and read them aloud.



- Circle the words *introductory element* and tell students that before they write their introductory paragraphs of their essays, they will practice using a comma to separate the introductory element from the rest of the sentence.
- Focus students on the **Working to Become Effective Learners anchor chart** and invite them to read the habits of character on the chart to themselves. Tell students to choose a habit to focus on as they begin drafting today.

### Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension and engagement: (Working toward Same Learning Target) Invite students to discuss how they previously worked toward each learning target. (MMR, MME)
- For ELLs: (Word Families) When reviewing the word *introductory*, ask students about the root word (*introduce*). Explain that *introduce* is a verb meaning to present something for the first time. *Introduction* is a noun that refers to the action of introducing something. And *introductory* is an adjective that describes the introduction, or beginning, of something. Invite students to think of a time they *introduced*, or *were introduced to*, somebody, helping them determine the meaning of *introductory* while reinforcing the strategy of using root words to find the meaning of unfamiliar words and phrases.

## Work Time

### A. Language Dive II: Model Essay: Branch Rickey (15 minutes)

- Tell students they will now participate in a Language Dive using the same format from Unit 1, Lesson 3.
- Focus students' attention on the **Questions We Can Ask during a Language Dive anchor chart** and remind them that they thought of their own questions to ask during a Language Dive.
- Reread the first paragraph of the Model Essay: Branch Rickey.
- Focus on the sentence:
  - “As president of the Brooklyn Dodgers, he was one of the first to propose integrating Major League Baseball.”
- Use the **Language Dive Guide II: Model Essay: Branch Rickey** and **Language Dive Chunk Chart II: Model Essay: Branch Rickey** to guide students through a Language Dive of the sentence. Distribute and display the **Language Dive Sentence Strip Chunks II: Model Essay: Branch Rickey** and **Language Dive II: Model Essay: Branch Rickey note-catcher**.

### Meeting Students' Needs

- For ELLs: (Introductory Elements Chart: Adding Example) After the Language Dive, consider adding “As \_\_\_\_\_, \_\_\_\_\_” to the Introductory Elements chart, providing students with an additional example of an introductory element they can apply to their own writing.

## Work Time

### B. Independent Writing: Drafting an Introduction (25 minutes)

- Display and invite students to retrieve their **Opinion Writing Planning graphic organizer** and their copy of the **Opinion Writing Checklist**. Point out the following characteristics on the checklist:
  - “W.5.1a: I state my opinion clearly, and my writing stays focused.”
  - “W.5.1a: I have an introduction that gives the reader the information needed to understand the topic or issue.”
  - “L.5.1: My words and sentences follow the rules of writing.”
  - “L.5.3, L.5.6, W.5.4: The words and sentences I use are appropriate for this task, purpose, and audience.”
- Ask:
 

*“Are there any specific criteria that you should be aware of and list in that column on the checklist?” (Responses will vary, but may include: Briefly explain what social change Jackie Robinson was fighting for in the introduction.)*
- As students share out, capture their responses in the Characteristics of My Opinion Essay column as needed.
- Ask:
 

*“What do we mean by rules of writing in the following characteristic: L.5.1: My words and sentences follow the rules of writing?” (conventions and grammar)*
- Remind students that as they write, they should follow the grammar rules they have learned about this year, including using a comma after an introductory element.
- Distribute **paper** and invite students to use the Model Essay: Branch Rickey, the criteria on the Characteristics of Opinion Essays anchor chart, and the Opinion Writing Checklist to write an introduction. Remind students to refer to the **Domain-Specific Word Wall** as needed.
- Circulate to support students as they write. Remind students to write in complete sentences and to leave a line between each line of their writing.
- Invite students to record “Y” for “Yes” and the date in the final column of their Opinion Writing Checklist if they feel the criteria marked on their checklists have been achieved in their writing in this lesson.
- Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the second learning target.

### Meeting Students' Needs

- For students who may need additional support in building writing stamina: Consider offering built-in breaks where students can choose an activity such as getting water or stretching. (MME)
- For ELLs: (Introductory Elements Practice) Invite students to play Introduce Me! with the cards from *For heavier support*. Put all index cards in a bag and invite a volunteer to pull one out, read the sentence frame on the card, and fill in the blank.



Invite that student to call on another student to identify the introductory element in the sentence. After everyone writes this sentence, the student who identified the introductory element then repeats this process. Challenge students to see how many introductory elements they can say and write in 2 minutes! Add new examples to the Introductory Elements chart.

- For ELLs: (Verbal Writing Practice) Provide students an opportunity to verbally recount the opinion statement from their Opinion Writing Planning graphic organizer and rehearse their sentence with a partner before writing. This may allow them additional time to organize their thinking.

## Closing and Assessment

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### A. Reflecting on Learning (5 minutes)

- Move students into groups of three or four and invite them to reread the Working to Become Effective Learners anchor chart.
- Invite students to reflect on the process of planning and writing by discussing the following:  
*“What did you do to work toward becoming an effective learner as you worked today?” (Responses will vary.)*  
*“What were your challenges as you worked today?” (Responses will vary.)*  
*“What were your successes?” (Responses will vary.)*
- If productive, cue students to expand the conversation by giving an example:  
*“Can you give an example?” (Responses will vary.)*

### Meeting Students' Needs

- For students who may need additional support with metacognition as they reflect: Provide a visual reminder of the questions for focus. (Example: Display the questions on chart paper or sentence strips, or offer an index card with the questions to individual students.) (MMR)
- For ELLs: (Linking Words and Phrases) Encourage students to use varying linking words and phrases as they give examples of their challenges and successes. (*For example, For instance, However,*)

## **Homework**

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**A. Choose and respond to an opinion QuickWrite prompt from your Unit 2 Homework.**

**B. Complete Language Dive II Practice: Model Essay: Branch Rickey in your Unit 2 Homework.**

**C. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.**

### **Meeting Students' Needs**

- For ELLs and students who may need additional support with writing: (Oral Response) Read aloud, discuss, and respond to your prompt orally, either with a partner, a family member, or a student from Grades 4 or 6, or record an audio response. (MMAE)